

МАСТЕР-КЛАСС
«МЕТАПРЕДМЕТНЫЕ
РЕЗУЛЬТАТЫ И СРЕДСТВА ИХ
ДОСТИЖЕНИЯ В УМК
«АНГЛИЙСКИЙ ЯЗЫК» ДЛЯ 8
КЛАССА (АВТОР КУЗОВЛЕВ В.
П.)»»

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УНИВЕРСАЛЬНЫЕ УЧЕБНЫЕ ДЕЙСТВИЯ

- Это умение учиться, т. е. способность субъекта к саморазвитию и самосовершенствованию путем сознательного и активного присвоения нового социального опыта.
- Это совокупность способов действия учащегося, обеспечивающих самостоятельное усвоение новых знаний, формирование умений, включая организацию этого процесса.

- Формирование УУД должно выступить как цель образовательного процесса, определяя его содержание и организацию
- Формирование УУД происходит в контексте усвоения разных учебных предметов
- Сформированность УУД определяет эффективность учебно-воспитательного процесса и его результаты

В 8 классе данного УМК продолжается совершенствование УУД (универсальных учебных действий) и СУУ (специальных учебных умений), работа над которыми началась ранее, а также происходит развитие новых.

В 8 КЛАССЕ УЧАЩИЕСЯ ОВЛАДЕВАЮТ
СЛЕДУЮЩИМИ УУД:

- ⦿ Регулятивными
- ⦿ Познавательными
- ⦿ Коммуникативными

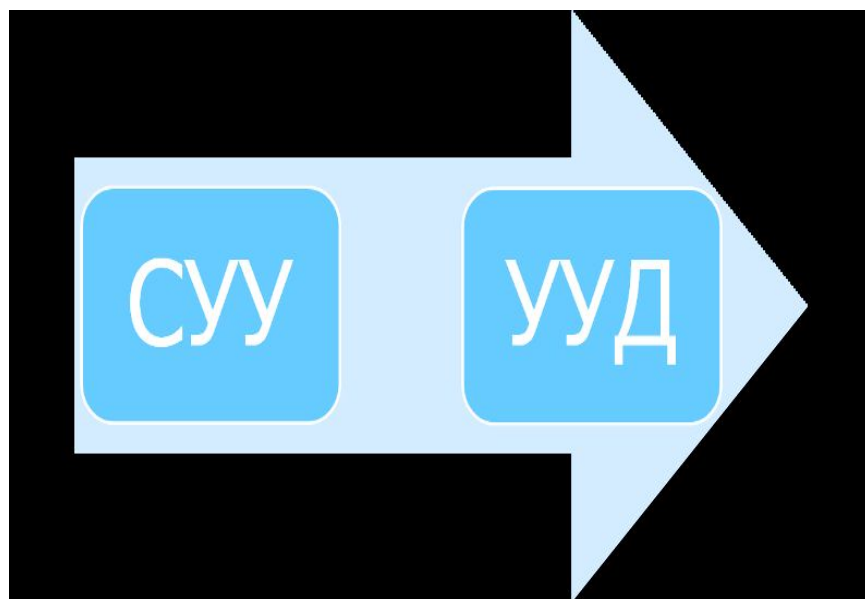
СРЕДСТВА ФОРМИРОВАНИЯ УЧЕБНЫХ УМЕНИЙ



8 класс

1	Listening for specific information	Учить понимать речь на слух с целью извлечения конкретной информации	Инструкция
2	Giving examples. Showing contrast.	Развитие умения иллюстрировать речь примерами, сопоставлять и противопоставлять факты	Совет
3	Listening for detail	Учить понимать речь на слух с целью полного понимания содержания.	Инструкция
4	Translating V-mg form	Учить переводить с английского языка на русский	Инструкция
5	Listening for the main idea	Учить понимать общее содержание воспринимаемой на слух информации	Инструкция
6	Fact and opinion adjectives	Научить использовать фактические и оценочные прилагательные.	Инструкция
7	Completing Notes	Развивать тестовые умения (формат "Fill in")	Инструкция
8	Time linkers	Учить передавать очередность происшедших событий	Совет
9	Listening for the main idea	Развивать тестовые умения, (формат "Matching")	Инструкция
10	Expressing reason/cause. Showing result/effect	Учить использовать речевые средства для объяснения причины, результата действия.	Инструкция
11	Understanding relations between the paragraphs	Учить понимать смысловые связи между абзацами текста	Совет
12	Prepositional Verbs / Phrasal Verbs	Учить распознавать фразовые глаголы и определять их значение	Совет
13	Giving arguments	Учить использовать речевые средства для аргументации своей точки зрения.	Совет
14	Interpreting figurative language	Учить понимать идиоматические выражения	Показ

ВЗАИМОСВЯЗЬ СУУ И УУД



РЕФЛЕКСИВНОЕ ЧТЕНИЕ

- предвосхищать содержание предметного плана текста по заголовку;
- □понимать основную мысль текста;
- □формировать систему аргументов;
- □прогнозировать последовательность изложения идей текста;

- сопоставлять разные точки зрения и разные источники информации по теме;
- понимать назначение разных видов текстов;
- понимать имплицитную информацию текста;
- сопоставлять иллюстративный материал с информацией текста;
- выражать информацию текста в виде кратких записей

- ⦿ ставить перед собой цель чтения, направляя внимание на полезную в данный момент информацию;
- ⦿ пользоваться разными техниками понимания прочитанного;
- ⦿ использовать справочный материал

УМЕНИЕ ИЗВЛЕКАТЬ ИНФОРМАЦИЮ НА РАЗЛИЧНЫХ УРОВНЯХ

anticipating

1 Karen Hewitt wrote the book *Understanding Britain* where she gives some useful hints for Russians.

1) What do you think her hints are about? (anticipating/applying background knowledge)

- a) how to behave when you are a guest¹ at a British home
- b) how to give gifts
- c) how to start a conversation
- d) what you can treat² British guests to
- e) how to behave at table
- f) how to answer personal questions
- g) how to behave if you don't know what to do
- h) how to enjoy yourself in Britain

2) What did the author write about in fact? Match Karen Hewitt's hints with the paragraphs. (matching/reading for the main idea)

.....

A. All countries have unwritten but important rules of behaviour, which can only be explained by the people who live in that country. But they can act differently in one and the same situation: "When Englishmen are introduced to each

Reading for the main
idea

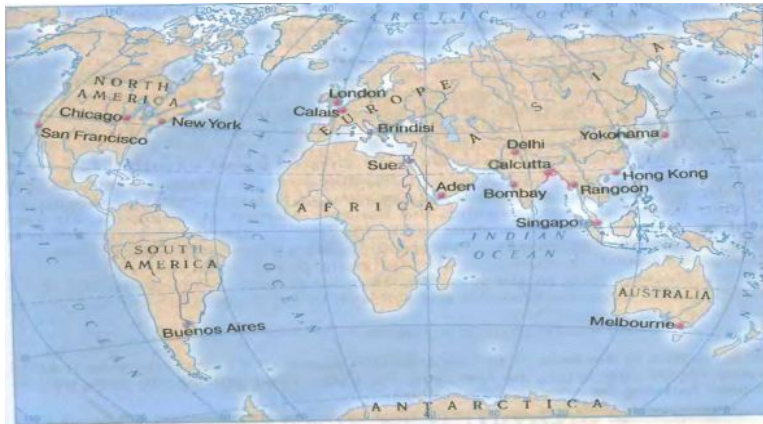
УМЕНИЕ ИЗВЛЕКАТЬ ИНФОРМАЦИЮ НА РАЗЛИЧНЫХ УРОВНЯХ

Reading for the main detail

3) Which tips does Karen Hewitt give to Russians? Prove from the text. (reading for detail)

- a) Don't think that all British persons do the same in one and the same situation.
- b) Don't worry if you don't know some behaviour rules.
- c) Be yourself and just be friendly and polite.
- d) Don't think that there is one answer to all behaviour questions.
- e) Be sure that your British hosts will be happy to answer your questions.
- f) Don't make long stories of your answers.
- g) Remember that people want to understand you, so answer in detail.
- h) Ask questions if you don't know what to do.
- i) Put as much food on your British guest's plate as you can. Be generous!
- j) You should know that the English don't traditionally give gifts to their guests.
- k) Don't forget to thank your guide with a gift.

УМЕНИЕ ИЗВЛЕКАТЬ ИНФОРМАЦИЮ НА РАЗЛИЧНЫХ УРОВНЯХ



5) Have a good look at the map. Trace on the map the route Mr Fogg was planning to follow using the extract from the book. (reading for specific information)

1) Read another extract from the book. What destinations is the extract about? Find the places on the map. (reading for specific information)

Passepartout began thinking very seriously about the strange chance _____ kept Fix with them. And it really was surprising. Here was the passenger¹ _____ they met first at Suez, _____ they were sailing on the *Mongolia* and then he got off² at Bombay. Then he got aboard³ the *Rangoon* on his way to Hong Kong. He was following Mr Fogg step by step.⁴ It was very strange. Passepartout was sure that Fix would leave Hong Kong at the same time as Mr Fogg, and probably by the same steamship. Passepartout would never guess the real reason for _____ Mr Fogg was being followed. He would never imagine that Mr Fogg was followed round the world as a robber.⁵ But as all people like to find an explanation of everything, Passepartout found an explanation _____ seemed very reasonable. Fix, he was

Reading for
specific
information

УМЕНИЕ ИСПОЛЬЗОВАТЬ СПРАВОЧНЫЙ МАТЕРИАЛ

Past Simple Passive

Страдательный залог в простом прошедшем времени

Страдательный залог в прошедшем времени выражает действие, которое совершилось над лицом или предметом.

Past Simple Passive образуется с помощью глагола **to be** в **Past Simple** и **Past Participle** смыслового глагола (**was/were + V3**).

The story *The Doll's House* **was written** long ago. — Рассказ «Кукольный домик» **был написан** давно.

When **was** the story **written**? — Когда **был написан** рассказ?

The story *The Doll's House* **was written** in 1922. — Рассказ «Кукольный домик» **был написан** в 1922 году.

Who **was** the story **written by**? — Кем был написан рассказ?

The story **was written by** Katherine Mansfield. — Рассказ был написан Кэтрин Мэнсфилд.

Present Perfect Passive

Страдательный залог настоящего совершенного времени

1. Present Perfect Passive используется для того, чтобы рассказать о действии, которое началось в прошлом и продолжается до настоящего момента, но неизвестно, кто совершает действие, или это не важно.



The Tour de France cycling race **has been held** since 1903. — Велогонка «Тур де Франс» **проводится** с 1903 года.

2. Present Perfect Passive образуется при помощи **have/has + been + V3**. Начало действия в прошлом обозначается предлогом **since** (с), период продолжения действия обозначается предлогом **for** (в течение).

Football **has been played for** hundreds of years. — В футбол играют сотни лет.
Running competitions **have been held since** ancient times. — Соревнования по бегу **проводятся с** древних времён.

3. Отрицательная форма **Present Perfect Passive** образуется при помощи частицы **not**, которая ставится после вспомогательного глагола.

ОСОЗНАННОЕ И ПРОИЗВОЛЬНОЕ ПОСТРОЕНИЕ РЕЧЕВОГО ВЫСКАЗЫВАНИЯ В УСТНОЙ И ПИСЬМЕННОЙ ФОРМЕ

  **What do you think about the Paralympic Games? Is it necessary for disabled athletes to participate in them? Why? Why not? (expressing personal opinions)**

I think the Paralympics are necessary.
They give an opportunity to ...
Sport develops ...
Sport helps ...
It teaches ...

I don't think the Paralympics are necessary.
Sport needs ...
Sportsmen with physical disabilities ...

2) What's better: to play sport or to watch it?

I think doing sport is very important.

I don't think that doing sport is very important.

I doubt if sport is useful or not.

It depends! • On the one hand ... • On the other hand ...
Besides ... • More than that ... • I think ...
I'm sure that ... • Though ... • The fact is ...
I'd rather ... • But ... • No doubt ...
As far as ... • The worst thing about ...
The best thing about ...

РЕЧЕМЫСЛИТЕЛЬНЫЕ ЗАДАЧИ КАК СРЕДСТВО РАЗВИТИЯ УУД

1. Role play. Your school has got some money. The money is enough either to make the school food better or to develop sports clubs.

What plan do you support?

Pupil Card 1

Your school may make the school food better or develop sports clubs. **Discuss the options and choose ONE you both like most of all. But you want to support the project to make the school food better.**

You begin the conversation.

Remember to:

- give reasons;
- show the result/effect of eating healthy food;
- give examples;
- come to an agreement.

Pupil Card 2

Your school may make the school food better or develop sports clubs. **Discuss the options and choose ONE you both like most of all. But you want to support the project to develop sports clubs.**

Listen to your friend.

Remember to:

- give reasons;
- show the result/effect of taking regular exercise;
- give examples;
- come to an agreement.

РЕГУЛЯТИВНЫЕ, ПОЗНАВАТЕЛЬНЫЕ: ОБЩЕУЧЕБНЫЕ, ЛОГИЧЕСКИЕ УУД

2 Vocabulary. The *Current* magazine asked its readers to give their opinions about Britain.

1) Do the teenagers from different countries imagine similar things about Britain? Use the Word Box to learn the meaning of the highlighted words.



When people think of Britain, they only think of London. If you travel 100 miles (160 km) out of London, you are in a different world! The people are kinder, more relaxed and more helpful. The landscape is more beautiful and there are no **traffic jams**. Another idea people have of Britain is that the weather is always rainy and bad. I think they are right. The British Isles have never been famous for good weather. I also associate with Britain such beautiful sights as Big Ben,* Buckingham Palace,* Windsor Castle* and others. Driving on the left is another thing that comes **into my mind** when I think about Britain. (Sue White, 14, England)




When I think of Britain, I think of two large areas, Scotland and England. I associate with Scotland warm and friendly people and the popular Highland Games* and festivals with traditional Scottish dances and bagpipes.* ...When I think of England, I **picture** the Queen and the Royal Family, people from many countries and football. (Marni Duncan, 15, Scotland)



When I think of the British, I think of their **customs and traditions**. A British **accent** comes into my mind, for example the phrase "Would you like a cup of tea?". From television and books I have got such an **image of the typical** Brit. Perhaps he is eating fish and chips* in a pub* or playing darts.* I also think of great ceremonies like the Changing of the Guard.* I have never been to Britain but I hope to go some day and find out if my ideas are true. (Sarah Wilson, 15, the USA)


ЗНАКОВО- СИМВОЛИЧЕСКИЕ УУД

 4) Complete the fact file about the Olympics using the text. (reading for specific information/making notes)

	Ancient	Modern
When appeared?		
Where appeared?		
Number of sports?		
Women's participation?		
Awards?		
When abolished?		

WORD BUILDING

to participate *v* – принимать участие
 a participation [pɑːtɪsɪˈpeɪʃn] *n* – ?
 a participant [pɑːˈtɪsɪpənt] *n* – ?
 GS p. 202

 5) Fill in the chart with information about the Modern Olympic Games from the text. (reading for specific information/making notes)

City/Country	Year	Number of sports	Nations	Number of athletes
Greece				
London, UK	1948	17	59	4099
	1980			
	2008			

СПОСОБНОСТИ К ВЫВЕДЕНИЮ ЯЗЫКОВЫХ ЗАКОНОМЕРНОСТЕЙ (ГРАММАТИЧЕСКОЕ ПРАВИЛО)

 Football is a national British sport. It has a long history.

1) When did football become a sports game?

Football **has been played** in one form or another **for** hundreds of years. First it was a tough and dangerous game. There were no rules. But **since** 1863 it **has been played** with proper rules. That year the Football Association (the FA) was started. Its first job was to make rules for all teams. By the **end**¹ of the 19th century almost every town had its own team. One of the main competitions of the football season in Britain is the FA Cup. The first FA Cup competitions were **held**² at the famous Wembley Stadium* in London in the middle of the 19th century. Football **has been included** in the Olympic programme **since** 1900.

2) How long has football been played? Как долго играют в футбол?

3) How long have the competitions in football been held? Как долго проводятся соревнования по футболу?

4) What tense form is used to talk about the actions that began in the past and still go on but we do not know who performs them? Read the rule and check.

grammar in focus

Present Perfect Passive

Страдательный залог настоящего завершённого времени

Для того чтобы рассказать о действии, которое началось в прошлом и продолжается до настоящего момента, но не указывать, кто совершает действие, мы используем **Present Perfect Passive**.

Football **has been played for** hundreds of years.

В футбол **играют в течение** сотен лет.

Football competitions **have been organised since** the middle of the 19th century. Соревнования по футболу **организуются с** середины XIX века.

Для того чтобы сказать, как долго продолжается действие, мы используем **for**. Для того чтобы сказать, с какого времени началось действие, мы используем **since**.

GS p. 190

What tense form is used to talk about the actions that began in the past and still go on....

СМЫСЛОВАЯ КЛАССИФИКАЦИЯ

2. The composition was written in answer to the following task:

Who is responsible for the fact that a lot of children are less healthy nowadays: school, parents or children themselves?

1) Which of the following arguments may you use to express reason and to show result in your composition? Put them into two groups.

reason/cause

result/effect

- They don't serve the right food in the school.
- Parents give us chips, hamburgers and pizza.
- Parents do not exercise themselves.
- There's little time to prepare healthier meals.
- They only sell chocolate and cakes.
- My friend has a disease because of an unhealthy diet.
- Children have no good example.
- Kids lost interest in keeping themselves fit; they don't try to eat healthily or exercise.
- Parents don't give their children enough fruit and vegetables.

2) Write the arguments you've chosen into groups. Add your reasons and results.

school: not enough healthy food, PE lessons are boring, etc.




parents: ...

children themselves: ...


ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ

- Предметные результаты
- Интеллектуальное развитие
- Личностное развитие
- Формирование умения сотрудничать в коллективе и работать самостоятельно
- Уяснение сущности творческой исследовательской деятельности

ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ

   **Choose a project you'd like to do.**

Project 1 You are what you eat

 www.kidshealth.org


1. Write how different products may be good or bad for health.
2. Make a collage showing the influence of certain products on the body.
3. Write captions.



Project 2 How healthy are my classmates?

1. Make your own surveys about health habits of your classmates.
2. Describe the results of your surveys.
3. Make diagrams showing the results of the surveys.
4. Organise diagrams into a collage.
5. Give captions if necessary.

Project 3 My report

1. Choose a topic for a report. You may choose from the following:
 - Is it possible to eat healthily in our school?
 - Do we have enough PE lessons?
 - *Your own topic*
2. Write a report and give illustrations.

  **Present your project to your classmates. Answer your classmates' questions. Use the phrases on pp. 35-36.**

  **Discuss your projects and decide which is the best. Use the phrases on pp. 35-36.**

КОМПОНЕНТЫ ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ

- ◎ **1. Постановка проблемы**
- ◎ ◻ Умение видеть проблему
- ◎ ◻ Умение ставить вопросы
- ◎ ◻ Умение выдвигать гипотезы

2. ПОИСК РЕШЕНИЯ ПРОБЛЕМЫ, ПРОВЕДЕНИЕ ИССЛЕДОВАНИЙ С ПОЭТАПНЫМ КОНТРОЛЕМ И КОРРЕКЦИЕЙ РЕЗУЛЬТАТОВ

- ⦿ Умение делать выводы и умозаключения
- ⦿ Умение классифицировать
- ⦿ Умение использовать различные источники информации

3. ПРЕДСТАВЛЕНИЕ РЕЗУЛЬТАТОВ ИССЛЕДОВАНИЯ ИЛИ ПРОДУКТА ПРОЕКТНЫХ РАБОТ

- ⦿ умение структурировать материал;
- ⦿ объяснение, доказательство;
- ⦿ подготовка, планирование сообщения о проведении исследования и его результатах
- ⦿ обсуждение;
- ⦿ защита результатов;

СТАТИСТИЧЕСКИЕ ДАННЫЕ

3. Many people from different countries come to live in the UK.

1) What is Britain's population like? Use the information in the chart on p. 9 (Census, 2001). Start with the highest per cent (%) or the largest number.



Country	Person	Population
England	an Englishman (-woman)	the English
Pakistan	a Pakistani	the Pakistanis
China	a Chinese	the Chinese
Russia	a Russian	the Russians

GS p. 184

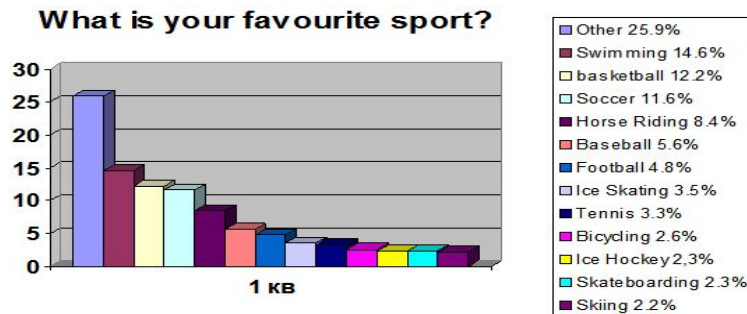
Population of the United Kingdom: by ethnic group

	Numbers	%
White	54 153 898	92.1
Mixed	677 117	1.2
Indian	1 053 411	1.8
Pakistani	747 285	1.3
Bangladeshi	283 063	0.5
Other Asian	247 664	0.4
Black Caribbean	565 876	1.0
Black African	485 277	0.8
Black other	97 585	0.2
Chinese	247 403	0.4
Other ethnic groups	230 615	0.4
Total population	58 789 194	100

ДИАГРАММЫ И ГРАФИКИ

1. The Internet site Kidsreads. com asked children to vote for their favourite sport. 680 children took part.

1) What are the results of the survey?



2) Make a similar survey in your class/school.



- Put the question to as many people as possible.
- Make a diagram. |
- Write a report.

The most popular sport in our class is _____
_____ percent of pupils prefer _____

_____ is popular among (средн) _____

The least popular sport is _____ Only _____ of pupils like it.

СОПОСТАВЛЯТЬ РАЗНЫЕ ТОЧКИ ЗРЕНИЯ ПО ТЕМЕ

  In a survey, the foreigners were asked to name some things they associate with Russia. Here are the results.

Do the foreigners have a positive/negative/true/false image of Russia? How will you comment on these associations?

a huge country with beautiful landscapes • very cold weather
interesting customs and traditions • traffic jams
beautiful music and songs like *Kalinka* • friendly people
Red Square with beautiful cathedrals • a lot of ethnic groups
wonderful sights of Moscow and St Petersburg
a lot of violence and crime

The foreigners associate Russia with I agree because
But I don't agree that The fact is,

- Предметные, метапредметные и личностные результаты обучения не могут быть отделены друг от друга и представляют собой триединую задачу современного образования!

Эти способности, умения, установки и являются УУД, подлежащими формированию и развитию у учащихся на всех ступенях обучения.

- ◉ Thank you for your attention!